



Continuous education for community pharmacists in Flanders, Belgium: which way to go?

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Background

Logistical concerns

- Continuous education (CE) for community pharmacists (CP) in Belgium is mandatory since 01/01/2015
- More CPs attend courses (2015: >300 CPs/oral lecture)

Educational concerns

- Same oral lectures for all CPs without personal contribution
- No possibility to follow an individual learning track to fulfill personal training needs

Objectives

1. To investigate young CP's expectations regarding CE
2. To make recommendations for future training for CPs
3. To develop a new concept in training for CPs and evaluate the added value in knowledge and involvement caused by preparation prior to an oral lecture

Methods

1. Electronic questionnaire sent to young CPs (Autumn 2014)
2. 4 brainstorm sessions with CPs, academic staff and IPSA members discussing new concepts in CE (Spring 2015)
3. Prospective, quasi-randomized, double-blind, controlled trial & semi-structured interviews with CPs (Autumn 2015)

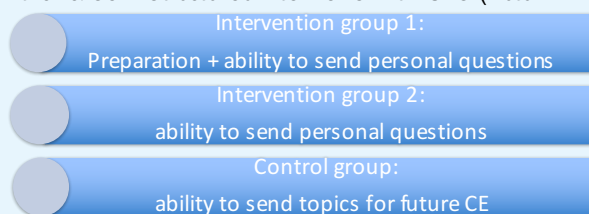


Figure 1: Different study groups in the prospective trial

Analysis was performed with Statistica, Excel and Nvivo10

Conclusion

- Obligation of continuous education for CPs in Belgium (since 01/01/2015) created logistical and educational challenges
- Flemish CPs are in favor of (mandatory) continuous education, but lack of time and financial reward are counterproductive
- Sending a short comprehensive summary of an oral lecture to all participants has successfully been implemented in 2016
- In our study, preparatory work before a lecture increased involvement. In 2017, preparation of a lecture will be introduced

Results of the questionnaire (1)

- 363 CPs between 23-33 years completed the questionnaire
- Attending oral lectures still most preferred way of learning
- Future lectures should focus more on real pharmacy practice
- Large interest in e-learning & interactive workshops (cases)

Brainstorm group recommendations (2)

- Implementation of 'learning cycles' with focus on preparation before and evaluation after course

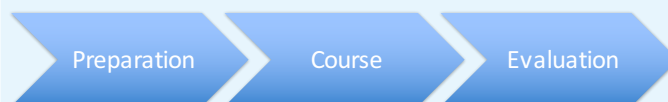


Figure 2: The structure of the learning cycle

- Repetition of course material to increase 'active' knowledge and to stimulate implementation in daily pharmacy practice
- Development of various learning tracks, e-learning opportunities, work forms & media so that pharmacists can choose courses based on personal needs and preferences

Results of the intervention study (3)

- 63 Flemish CPs participated in the trial
- 17 additional CPs were interviewed
- Preparation did not result in a significant increase in knowledge
- Preparation created a greater sense of involvement
- Ideal preparation is short (between 10-30 minutes of work), case-based, practice-oriented and not too difficult
- CPs in favor of receiving short summary of course content afterwards & online noncommittal assessment with cases
- CPs consider a personal portfolio as an online database consisting of course materials